

Cardonald Afterschool Care Day Care of Children

Cardonald Primary School
1 Angus Oval
Glasgow
G52 3HD

Telephone: 07469929327

Type of inspection:
Unannounced

Completed on:
30 April 2025

Service provided by:
Fun After 3 Club Ltd, a Company
Limited by Guarantee

Service provider number:
SP2020013505

Service no:
CS2023000358

About the service

Cardonald Afterschool Care is registered as a daycare of children service. It is registered to provide a care service to a maximum of 20 primary school aged children up to 14 years old at any one time. At the time of inspection, 7 children were in attendance.

Cardonald Afterschool Care is based in Cardonald Primary in the south of Glasgow. It is situated close to local shops and amenities. The service has one main playroom in the dining hall, and access to a gym hall, quiet room and spacious school playgrounds.

About the inspection

This was an unannounced inspection which took place on Tuesday 29 and Wednesday 30 April 2025. The inspection was carried out by two inspectors from the Care Inspectorate. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration information, information submitted by the service and intelligence gathered since the last inspection. In making our evaluations of the service we:

- spoke with children using the service
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- received electronic feedback from parents/carers

As part of this inspection we undertook a focus area. We have gathered specific information to help us understand more about how services support children's safety, wellbeing and engagement in their play and learning. This included reviewing the following aspects

- staff deployment
- safety of the physical environment, indoors and outdoors
- the quality of personal plans and how well children's needs are being met
- children's engagement with the experiences provided in their setting

This information will be anonymised and analysed to help inform our future work with services

Key messages

- Children were happy, confident and settled in the service.
- Children were able to lead their own play and learning.
- Children benefitted from access to spacious outdoor areas.
- Staff knew children and families well, and provided the support and care they required in a kind and nurturing way.
- The manager should develop personal plans to ensure they meet children's individual needs.

From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How good is our care, play and learning?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	4 - Good
How good is our staff team?	4 - Good

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning?

4 - Good

We evaluated this key question as good, as several important strengths, taken together, clearly outweighed areas for improvement.

Quality indicator 1.1: Nurturing care and support

Staff were kind, warm and nurturing in their approach with children, and knew the children well. We could see clear friendships had formed between children which enhanced their well-being. Staff encouraged children to resolve issues together, supporting their right to have their voices heard. Staff were attentive to children's needs. One parent commented, 'My son is clearly a valued member of the after-school club, he feels safe and secure and happy.' When asked what their favourite thing about the service was, one child commented 'All of the staff.' Positive relationships with the children supported staff to offer care which met their needs.

Snack was a sociable, unhurried and relaxed experience for children with lots of conversation taking place. Staff sat with children throughout snack, discussing what they had done at school that day. Children had opportunities to develop life skills and independence through self-serving and making their own snacks. Staff were aware of children's preferences and dietary requirements, supporting their health and wellbeing.

Personal plans were in place for children. We noted that staff were attuned to children's needs, particularly those with additional support needs. The personal plans did not contain all the information required by staff to meet children's individual needs. Management shared plans to develop care plans to meet children's individual needs, particularly those with additional support needs. We discussed with management that personal plans should be working documents which are developed with children and families to ensure all children's needs are being met. We have made an area for improvement to address this.

(See area for improvement 1).

The service had a positive relationship with the school it was based in and worked in partnership with the school and families to support children. We saw families being warmly welcomed into the service. Parents were able to take time to talk to staff and their children, supporting positive relationships with the service.

Quality indicator 1.3: Play and learning

We observed that children were having fun with staff and were fully engaged in their play. Children had the opportunity to lead their own play. For example, some chose to draw while others made their own game with large wooden blocks. Children told us that they could choose which activities they wanted to participate in each day. We saw children making those decisions. One parent commented, 'They take on board any ideas and what the kids like to do as well'.

Children had access to a range of resources which were developmentally appropriate and supported their play and learning. Children participated in planned and spontaneous experiences including construction, puzzles and drawing. We discussed with management that children would benefit from more planned experiences that meet children's interests and offer challenge through stimulating experiences.

Staff planned for children based on their choices and interests. Staff gathered children's ideas and suggestions for experiences and based activities on these. Staff were flexible with plans. For example, if a child requested a planned experience but were absent the day it was to be offered, then they would wait until the child returned to carry it out. The manager shared that the service was considering using floor books to gather photos and children's ideas. We discussed that this had the potential to support children to reflect on their experiences and have more ownership of their play experiences. This could also support staff to see how to develop experiences and further children's interests.

Children were able to participate in physical play indoors and outside. Children were able to lead their own play outdoors. For example, some children chose to make up their own game on the climbing frame while others played dodgeball. This supported their health and wellbeing.

Areas for improvement

1.

To support children's health, welfare and safety needs the manager and staff should ensure individualised personal plans are reflective of children's current health and welfare needs and meaningful strategies are identified and recorded to support children. Plans should be updated at least every six months, or before if required, in partnership with children and families.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

"My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices". (HSCS 1.15)

How good is our setting?

4 - Good

We evaluated this key question as good, as several important strengths, taken together, clearly outweighed areas for improvement.

Quality indicator 2.2: Children experience high quality facilities

Children were cared for in a warm, clean and spacious environment. As well as the main dining hall children also had access to a gym hall, quiet room and large outdoor space. Children had ample space for their needs. The environment helped to give children the sense that they were important to the service.

There was a variety of resources for children which they could easily access, and there were other resources stored securely which children could ask for to support their play and independence. We discussed with management that children would benefit from more resources which sparked their curiosity, imagination and offered challenge, such as open ended and loose parts play. This would support children's play experiences.

There were cosy spaces for children to rest and relax. Children could access an alternative space if they felt

overwhelmed. There was a comfortable area with mats and bean bags where children could rest and relax. Equipment and resources were safe, clean and well maintained. This supported children to be cared for in a safe setting.

Children had access to three outdoor areas where they could participate in risky and challenging play through climbing frame and trim trail. Children led their own play outdoors playing ball games, badminton. Children often visited local parks and recreation areas, supporting their connections with the wider community. The service had formed good relationships with another service which they would meet up with, promoting positive relationships between the children.

Staff and children followed good hygiene practice, washing hands when coming in and before snack. Staff carried out risk assessments both indoors and outdoors. This supported children's safety and wellbeing in the service.

How good is our leadership?

4 - Good

We evaluated this quality key question as good, as several important strengths, taken together, clearly outweighed areas for improvement.

Quality indicator 3.1: Quality assurance and improvement are led well

The manager was friendly, approachable, and engaged well with the inspection process. Staff told us they found the manager to be supportive and approachable. This meant staff were supported in delivering positive outcomes for children.

An improvement plan was in place which had identified strengths and areas for development within the service. We could see evidence of progress in areas such as having a fully qualified staff team and creating strong links with other professionals to support children's outcomes.

An operational plan was in place which the service used to identify targets and plan for meeting them. The manager shared that they had a new quality assurance calendar format that they planned to put in place. This has the potential to support the service to use as a working document for auditing and monitoring processes.

Children's right to have their voice heard was respected in the service. Children's opinions and ideas regarding activities and experiences were planned for. Children took turns deciding what was for snack each day. We discussed with the manager that there should be more opportunities for children and families to be involved in improvement and quality assurance processes. This has the potential to support children and families to feel that their opinions are valued and affect change within the service.

Team meetings gave staff the opportunity to review the service and discuss any issues which affected children's care. The manager had regular meetings with a manager from another service to support shared practice and learning. We discussed with management that they should reintroduce staff one to ones to give staff the opportunity to self-reflect on practice and identify any training and development needs.

How good is our staff team?**4 - Good**

We evaluated this key question as good, as several important strengths, taken together, clearly outweighed areas for improvement.

Quality indicator 4.3: Staff deployment

During our inspection, we found that effective staff deployment within the setting meant that children's individual needs were being met by the right number of staff throughout. The staff to child ratio allowed staff to be responsive to individual needs, which enhanced children's experiences. At the time of inspection, the service was not at capacity and attendance was low.

Staff worked well as a team and communicated well with each other when moving areas or leaving to go outdoors. The use of radios supported staff in their communication between indoors and outdoors. This supported children's safety by ensuring enough staff were available at all times to support children.

There was a mix of skills and experience in the team which supported staff to deliver positive outcomes for children. Staff development was encouraged with staff engaging in a range of professional learning activities that built on and sustained their practice. This covered a range of topics, including mental health, first aid, therapeutic play and child protection. This supported staff to meet children's needs.

Staff caring for children were recruited safely and registered with the Scottish Social Services Council. They are the regulatory body responsible for registering the social services workforce. They provide public protection by promoting high standards of conduct and practice and support the professional development of those registered with them. We discussed with the manager that they should amend their recording of recruitment procedures to reflect best practice guidance.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Detailed evaluations

How good is our care, play and learning?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - Good
How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good
How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good
How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

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